



## Braehead Primary School and Early Years Centre

### SCHOOL IMPROVEMENT PLAN: 2022-2023



At Braehead Primary School and Early Years Centre we believe that our main strengths are our;

***Inspirational Children  
Whole School and Early Years Centre Staff Team  
Parents/Carers and Children Committed to Change  
Community Involvement and Partnerships***

## Vision

***Our vision is to establish Braehead Primary and Early Years Centre as a key learning hub within the local community. Through working within the community and with all of our community partners we will develop positive, productive and creative relationships. These will provide opportunities for our children to embrace experiences which promote effective learning within an ever-evolving educational curriculum and help us find the right motivations to allow our children to confidently engage in their own learning, achieve meaningful success and shape the world around them.***

## Values

Our values are:

***Commitment, Ambition, Resilience, Equity***

(Post Covid our values will be re-visited during session 2022-2023 with all stakeholders)

*"Never doubt that a small group of thoughtful,  
committed citizens can change the world.  
Indeed, it is the only thing that ever has."*

~ Margaret Mead ~



# Aims

At Braehead Primary School and Early Years Centre we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below;

## South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Closing the Gap
3. Grow well, live well, age well
4. South Ayrshire works
5. Stand Up for South Ayrshire
6. A better place to live

## Children's Services Plan

1. Outstanding Universal Provision: Ensure our children get the best start in life; South Ayrshire is the best place to grow up; and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Tackling Inequalities: Reduce the gap in outcomes between the most and least deprived children and young people in South Ayrshire.
3. Love and Support for our Care Experienced Young People and Young Carers: Ensure children and young people who are care experienced or young carers are loved and supported to improve their life experiences and life chances.
4. Good Physical and Mental Health and Wellbeing: Ensure all children and young people are supported to achieve and maintain good physical and mental health and wellbeing.
5. Promoting Children's Rights: Work to ensure we are delivering on the provisions of the United Nations Conventions on the Rights of the Child (UNCRC) as incorporated into Scots Law.

## Educational Services Plan and National Improvement Framework Priorities

1. Placing the human rights of every child and young person at the centre of education
2. Improvement in children and young people's health and wellbeing
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in employability skills and sustained positive school leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy

## National Improvement Framework-Drivers

1. School and Early Years Centre leadership
2. Teacher and practitioner professionalism
3. Parent and Carer involvement and engagement
4. Curriculum and assessment
5. School and Early Years Centre improvement
6. Performance information

# Summary Statement and Priorities

Using self-evaluation within team meetings, and mindful of the impact of ongoing high rates of Covid absences on our intended service delivery, the school continuously reviewed the 2021-2022 School Improvement Plan (SIP) throughout the year. We have included our evaluation of this performance data review within our Standards and Quality 2022 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

- Consultations with staff and staff audits
- Parental Questionnaires and HMIE Inspection Views (limited this year as Covid restrictions still had an impact on full engagement)
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2022-2023 School Improvement Plan were devised with staff throughout 2021-22; will be discussed with the Pupil and Parent Councils in September 2022, before being shared with parents, also in September 2022. As we try and move beyond the Covid restrictions and hopefully with a clearer educational year ahead of us there will be a continued focus on educational recovery and improvement with a commitment to renew, reconnect and enrich wider social and educational opportunities through strong partnerships with our families and community. At all times the priority will be to continue to strive to provide equity and equality for all learners.

The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Braehead Primary School and Early Years Centre.



# Whole School and Early Years Centre Priorities and Educational Rationale

No	Priority name	Outcome
1	Literacy	<ul style="list-style-type: none"> <li>Targeted individuals and groups of children will achieve appropriate levels of attainment in literacy through relevant and focussed early intervention strategies. The literacy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.</li> <li>Learners in our Early Years Centre and Primary 1 stage will experience an embedded play-based curriculum.</li> <li>10% improvement in writing attainment for all learners through full implementation of a clear writing strategy and programme. (Talk for Writing from Primary 1 - Primary 3 and The Write Stuff from Primary 4 - Primary 7).</li> <li>A 10% increase of learners achieving appropriate levels of literacy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.</li> <li>Embed digital platforms consistently across all stages to ensure learners have opportunities to set targets and lead learning in literacy.</li> </ul>
2	Numeracy	<ul style="list-style-type: none"> <li>Targeted individuals and groups of children will achieve appropriate levels of attainment in numeracy through relevant and focussed early intervention strategies. The numeracy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.</li> <li>Learners in our Early Years Centre and Primary 1 stage will experience an embedded play-based curriculum.</li> <li>Improved Problem Solving and Beyond Number numeracy attainment for all learners through implementation of a clear numeracy strategy and programme, and development of the Numeracy Lead role throughout all stages of the school.</li> <li>A 10% increase of learners achieving overall levels of numeracy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.</li> <li>Embed digital platforms consistently across all stages to ensure learners have opportunities to set targets and lead learning in numeracy.</li> </ul>
3	Health and Well Being	<ul style="list-style-type: none"> <li>Establishment of wider opportunities for learners to engage in positive physical health, mental health and resilience building activities, including provision which encourages improved pupil and parental engagement within the school and early years centre.</li> <li>Increased opportunities for learners to access positive community interventions to ensure equitable approaches are being provided to meet wellbeing, inclusion and equality for all children and families.</li> <li>Undertake a nurture audit to improve understanding and provision of nurture approaches within the school and early years centre in collaboration with South Ayrshire Nurture and Educational Psychology services.</li> </ul>
4	Cluster Priority	<ul style="list-style-type: none"> <li>An increase in algebraic reasoning across primary and secondary sectors through embedding a consistent approach.</li> <li>Increased practitioner skills, confidence and collaboration in order to embed 'teaching for understanding' approaches to better support pupils in developing a deeper, conceptual understanding of mathematics.</li> <li>Increased teacher skills and confidence in employing CPA and visible learning approaches.</li> <li>A 'blueprint' of practice for wider distribution developed and established through empowerment of associated practitioners.</li> </ul>

## PRIORITY 1: RAISING ATTAINMENT IN LITERACY

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Education Service Plan and NIF: 3. Closing the attainment gap between the most and least disadvantaged children, 4. Improvement in employability skills and sustained positive school leaver destinations for all young people, 5. Improvement in attainment, particularly in literacy and numeracy

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Whole School and EYC Priorities:</b></p> <p>Targeted individuals and groups of children will achieve appropriate levels of attainment in literacy through relevant and focussed early intervention strategies.</p> <p>The literacy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.</p>	<ul style="list-style-type: none"> <li>➤ Relevant literacy interventions identified and provided for individual and small groups of children. (Rapid Reading, Catch Up Literacy, 5 Minute Box, SLT and PST Support. Talkboost and Word Aware embedded within the Early Years Centre).</li> <li>➤ Audit of current Spelling, Grammar and Punctuation resources created and examined for improvement.</li> <li>➤ Pupil Equity Funding and Attainment Challenge resources used to enhance current pupil support roles and provide added value impact in addressing educational recovery.</li> <li>➤ The most appropriate daily/weekly support for identified pupils established.</li> <li>➤ Effective triangulation procedures for planning, tracking, moderation and assessment fully embedded to ensure that the needs of all learners are met and that the attainment gap is being properly addressed.</li> </ul>	<p>R Carlisle (Depute Head) D Owens (Principal Teacher) M Hamilton (Pupil Support) Class Teachers (All Stages)</p> <p>Literacy Group (Cross Stage)</p> <p>B McPherson (Head Teacher)</p> <p>R Carlisle (Depute Head) M Hamilton (Pupil Support) All Teachers</p> <p>SMT All Teachers</p>	<p>September 2022 (ongoing review)</p> <p>October 2022</p> <p>August 2022 – June 2023</p> <p>August 2022- June 2023</p> <p>August 2022- June 2023</p>	<p>Impact will be measured through a combination of termly and year beginning - year end comparative class, school, family, attainment challenge and national assessment processes (Write to the Top, Literacy Comprehension tasks, pupil jotter work, class/school presentations, Schonell Spelling/Reading, Scottish National Standardised Assessment (SNSA), GL Assessment and Curriculum for Excellence (CfE) Levels). School self-evaluation tasks through school, cluster and authority wide assessment and moderation meetings, pupil/parent impact dialogue. Developmental Milestones, Talkboost and Word Aware within Early Years will also be used.</p> <p><b><u>From 2021-2022 (SNSA Data)</u></b> 60% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Literacy Assessment (30% at Band 4, 30% at Band 5 and 0% at Band 6 and above). <b>40% are below (35% at Band 3, 5% at Band 2 and 0% at Band 1 or below).</b></p> <p>50% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Reading</p>

	<ul style="list-style-type: none"><li>➤ Learning Intentions and Success Criteria to be fully embedded and evident within every lesson in every class. To be inclusive of increased pupil input and involvement in setting their own targets.</li></ul>	SMT All Teachers	August 2022	Assessments (36% at Band 7, 0% at Band 8 and 14% at Band 9 and above). <b>50% are below 21% at Band 6, 29% at Band 5 and 0% at Band 4 or below).</b>						
	<ul style="list-style-type: none"><li>➤ SEEMIS progress and achievement reporting model and Primary Tracking facility fully embedded in school to analyse and provide individual pupil data, linked to class, school and national assessments. (Care Experienced Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN).</li></ul>	SMT J Barrie/A Lawrie (Admin Team)	October 2022	58% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Writing Assessments (37% at Band 7, 14% at Band 8 and 7% at Band 9 or above). <b>42% are below (21% at Band 6, 14% at Band 5 and 7% at Band 4 or below).</b>						
	<ul style="list-style-type: none"><li>➤ Continue to use Education Scotland’s Literacy and English benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. Developmental Milestones to be used within Early Years Centre.</li></ul>	SMT All Teachers Early Years Team	August 2022- June 2023	53% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Reading Assessments (34% at Band 9, 16% at Band 10 and 3% at Band 11 and above). <b>47% are below (28% at Band 8, 6% at Band 7 and 13% at Band 6 or below).</b>						
	<ul style="list-style-type: none"><li>➤ Clear timetable established to support targeted assessment processes and collegiate dialogue in order to benchmark, measure and evaluate appropriately all children’s progress in Literacy and English in order to support educational recovery need.</li></ul>	SMT M Hamilton (Pupil Support)	August 2022	44% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Writing Assessments (19% at Band 9, 19% at Band 10 and 6% at Band 11 or above). <b>56% are below (34% at Band 8, 13% at Band 5 and 9% at Band 4 or below).</b>  <b><u>From 2021-2022 (CfE secure level attainment in Literacy and English)</u></b>						
	<ul style="list-style-type: none"><li>➤ Protected collegiate time established to allow for meaningful professional dialogue and engagement in school moderation activities to further improve confidence and standards in literacy.</li></ul>	B McPherson (Head Teacher)	September 2022	77% of children in Early Years reaching all of their Literacy Developmental Milestones in session 2021-2022 with 91% reaching 8 or more.  <table><tr><td>P1 Reading</td><td>61%</td></tr><tr><td>Listening and Talking</td><td>61%</td></tr><tr><td>Writing</td><td>52%</td></tr></table>	P1 Reading	61%	Listening and Talking	61%	Writing	52%
	P1 Reading	61%								
Listening and Talking	61%									
Writing	52%									
<ul style="list-style-type: none"><li>➤ Dyslexia screening programme fully embedded to inform earlier intervention support. All staff aware of the programme.</li></ul>	M Hamilton (Pupil Support)	October 2022	<table><tr><td>P2 Reading</td><td>64%</td></tr><tr><td>Listening and Talking</td><td>82%</td></tr><tr><td>Writing</td><td>59%</td></tr></table>	P2 Reading	64%	Listening and Talking	82%	Writing	59%	
P2 Reading	64%									
Listening and Talking	82%									
Writing	59%									



<p>Learners in our Early Years Centre and Primary 1 stage experience an embedded play-based curriculum.</p> <p>10% improvement in writing attainment for all learners through full implementation of a clear writing strategy and programme.</p> <p>A 10% increase of learners achieving appropriate levels of literacy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.</p>	<p>➤ Development of clearer family learning opportunities through building strong partnership and inter-agency approaches.</p>	B McPherson (Head Teacher) Literacy Group	September 2022 - June 2023	<p>P3 Reading 36%</p> <p>Listening and Talking 52%</p> <p>Writing 46%</p>
	<p>➤ Early Years Team and Primary 1 working collaboratively within literacy to share transitions, approaches, practices, resources and interventions. Link directly to South Ayrshire developments.</p>	B McPherson (Depute Head) A Clayton (P1 Class Teacher) C Flynn (P1 Class Teacher) N Love/E Bell (EYs Teacher) R Craig (Senior EYP)	August 2022 – June 2023	<p>P4 Reading 64%</p> <p>Listening and Talking 64%</p> <p>Writing 43%</p> <p>P5 Reading 39%</p> <p>Listening and Talking 43%</p> <p>Writing 39%</p> <p>P6 Reading 64%</p> <p>Listening and Talking 68%</p> <p>Writing 44%</p>
	<p>➤ 'The Write Stuff' writing programme developed further and embedded within Primary 4 – Primary 7 stages.</p>	Literacy Group and P4 - P7 Class Teachers	August 2022 – June 2023	<p>P7 Reading 50%</p> <p>Listening and Talking 71%</p> <p>Writing 38%</p>
	<p>➤ 'Talk for Writing' writing programme developed further and embedded within Early Years - Primary 3 stages.</p>	Literacy Group and Early Years – P3 Class Teachers	August 2022 - June 2023	<p><b><u>From 2021-2022 (GL English Assessment)</u></b></p> <p>73% of Primary 2 pupils on target</p> <p>71% of Primary 3 pupils on target</p> <p>94% of Primary 5 pupils on target</p> <p>50% of Primary 6 pupils on target</p> <p>66% of Primary 7 pupils on target</p>
	<p>➤ Audit and evaluation of current Primary 1 phonics programme. Explore Read, Write, Inc programme with South Ayrshire Council colleagues.</p>	B McPherson (Head Teacher) A Clayton C Flynn (P1 Class Teachers)	September 2022 - June 2023	<p><b><u>Targets for June 2023</u></b></p> <p>Early Years Literacy 80-90%</p>
	<p>➤ Protected professional dialogue and development time planned into team meeting diary to allow all teaching and early years team to take an active part in planning, implementing and evaluating change and improvement processes within literacy.</p>	B McPherson (Head Teacher)	August 2022	<p>P1 Reading 70%</p> <p>Listening and Talking 70%</p> <p>Writing 70%</p>
	<p>➤ Quality Assurance calendar provided to set clear opportunities and dedicated time for senior management, peers and pupils to engage in learning and teaching rounds, sampling and observations.</p>	B McPherson (Head Teacher)	August 2022	<p>P2 Reading 68%</p> <p>Listening and Talking 68%</p> <p>Writing 65%</p> <p>P3 Reading 70%</p> <p>Listening and Talking 90%</p> <p>Writing 65%</p> <p>P4 Reading 40%</p> <p>Listening and Talking 58%</p> <p>Writing 50%</p>



Embed digital platforms, consistently across all stages to ensure learners have opportunities to set targets and lead learning in literacy.	<ul style="list-style-type: none"> <li>➤ Collegiate time provided to support practitioners to actively access, examine and share good learning and teaching practice within and beyond the school.</li> </ul>	SMT D Owens (within Principal Teacher role)	August 2022 - June 2023	<i>P5 Reading</i> 70% <i>Listening and Talking</i> 70% <i>Writing</i> 50%
	<ul style="list-style-type: none"> <li>➤ High quality data and evidence produced within school environment showing an increase in opportunities for learners to engage in reading and writing activities consistently and independently across the whole curriculum.</li> </ul>	SMT All Teachers	September 2022 – June 2023	<i>P6 Reading</i> 45% <i>Listening and Talking</i> 48% <i>Writing</i> 45%
	<ul style="list-style-type: none"> <li>➤ Collegiate support provided to enhance the provision and collation of quality assessment, feedback and data processes, including development of the Primary Tracker facility.</li> </ul>	D Owens (Principal Teacher)	August 2022- June 2023	<i>P7 Reading</i> 70% <i>Listening and Talking</i> 75% <i>Writing</i> 50%  Impact will be measured through the above processes and to include continuous pupil/parent voice feedback around development of confidence and perception of success and progress.
	<ul style="list-style-type: none"> <li>➤ Seesaw platform target setting function fully embedded within every class to support independent pupil target setting, independent pupil evaluation and quality teacher feedback.</li> </ul>	J Osborne (Seesaw Lead) R Carlisle (Depute Head) All Teachers	August 2022- June 2023	
	<ul style="list-style-type: none"> <li>➤ Seesaw platform and Groupcall system fully functioning and used to increase parental communication and support parental engagement in children's learning journey.</li> </ul>	J Osborne (Seesaw Lead) J Barrie/A Lawrie (Admin Team)	August 2022- June 2023	
	<ul style="list-style-type: none"> <li>➤ School and classroom timetables created to support continued access to ICT and literacy digital resources.</li> </ul>	R Carlisle (Depute Head)	August 2022	

## PRIORITY 2: RAISING ATTAINMENT IN NUMERACY

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Education Service Plan and NIF: 3. Closing the attainment gap between the most and least disadvantaged children, 4. Improvement in employability skills and sustained positive school leaver destinations for all young people, 5. Improvement in attainment, particularly in literacy and numeracy

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Whole School and EYC Priorities:</b></p> <p>Targeted individuals and groups of children will achieve appropriate levels of attainment in numeracy through relevant and focussed early intervention strategies.</p> <p>The numeracy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.</p>	<ul style="list-style-type: none"> <li>➤ Relevant numeracy interventions identified and provided for individual and small groups of children. (Rapid Maths, Catch Up Numeracy, 5 Minute Box, PEF Support. Number Talks embedded within the Early Years Centre).</li> <li>➤ Audit of current resources examined and re-established to ensure improvement.</li> <li>➤ Pupil Equity Funding and Attainment Challenge resources used to enhance current pupil support roles and provide added value impact in addressing educational recovery.</li> <li>➤ The most appropriate daily/weekly support for identified pupils established.</li> <li>➤ Effective triangulation procedures for planning, tracking, moderation and assessment fully embedded to ensure that the needs of all learners</li> </ul>	<p>R Carlisle (Depute Head) D Owens (Principal Teacher) M Hamilton (Pupil Support) Class Teachers (All Stages)</p> <p>L Wilson (Numeracy Lead) Numeracy Group (Cross Stage)</p> <p>B McPherson (Head Teacher)</p> <p>R Carlisle (Depute Head) M Hamilton (Pupil Support) All Teachers</p> <p>SMT All Teachers</p>	<p>September 2022 (ongoing review)</p> <p>September 2022</p> <p>August 2022 – June 2023</p> <p>August 2022 – June 2023</p> <p>August 2022 – June 2023</p>	<p>Impact will be measured through a combination of termly and year beginning - year end comparative class, school, family, attainment challenge and national assessment processes (Head Start, Tee-Jay, Rapid Maths, pupil jotter work, Scottish National Standardised Assessment (SNSA) and Curriculum for Excellence (CfE) Levels). School self-evaluation tasks through school, cluster and authority wide assessment and moderation meetings, pupil/parent impact dialogue. Developmental Milestones and Number Talks within Early Years will also be used.</p> <p><b><u>From 2021-2022 (SNSA Data)</u></b>  <i>95% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessment (33% at Band 4, 33% at Band 5 and 29% at Band 6 and above). 5% are below (5% at Band 3, 0% at Band 2 and 0% at Band 1 or below).</i></p> <p><i>65% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (37% at Band 7, 21% at Band 8 and 7% at Band 9 and above).</i></p>

	<p>are met and that the attainment gap is being properly addressed.</p> <p>➤ Learning Intentions and Success Criteria to be fully embedded and evident within every lesson in every class. To be inclusive of increased pupil input and involvement in setting their own targets.</p> <p>➤ SEEMIS progress and achievement reporting model and Primary Tracking facility fully embedded in school to analyse and provide individual pupil data, linked to class, school and national assessments. (Care Experienced Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN).</p> <p>➤ Continue to use Education Scotland's Numeracy and Maths benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. Developmental Milestones to be used within Early Years Centre.</p> <p>➤ Clear timetable established to support targeted assessment processes and collegiate dialogue in order to benchmark, measure and evaluate appropriately all children's progress in Numeracy and Maths in order to support educational recovery need.</p> <p>➤ Protected collegiate time established to allow for meaningful professional dialogue and engagement in school moderation activities to further improve confidence and standards in numeracy.</p> <p>➤ Development of clearer family learning opportunities through</p>	<p>SMT All Teachers</p> <p>SMT J Barrie/A Lawrie (Admin Team)</p> <p>SMT All Teachers Early Years Team</p> <p>SMT M Hamilton (Pupil Support)</p> <p>B McPherson (Head Teacher)</p> <p>B McPherson (Head Teacher)</p>	<p>August 2022</p> <p>October 2022</p> <p>August 2022- June 2023</p> <p>August 2022</p> <p>September 2022</p> <p>September 2022 - June 2023</p>	<p><b>35% are below (21% at Band 6, 14% at Band 5 and 0% at Band 4 or below).</b></p> <p><i>54% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (19% at Band 9, 16% at Band 10 and 19% at Band 11 and above). <b>46% are below (31% at Band 8, 9% at Band 7 and 6% at Band 6 or below).</b></i></p> <p><b><u>From 2020-2021 (CfE secure level attainment in Numeracy and Maths)</u></b></p> <p><i>77% of children in Early Years reaching all of their Numeracy Developmental Milestones in session 2020-2021 with 100% reaching 8 or more.</i></p> <table><tr><td>P1</td><td>Numeracy</td><td>57%</td></tr><tr><td>P2</td><td>Numeracy</td><td>73%</td></tr><tr><td>P3</td><td>Numeracy</td><td>40%</td></tr><tr><td>P4</td><td>Numeracy</td><td>50%</td></tr><tr><td>P5</td><td>Numeracy</td><td>48%</td></tr><tr><td>P6</td><td>Numeracy</td><td>48%</td></tr><tr><td>P7</td><td>Numeracy</td><td>65%</td></tr></table> <p><b><u>From 2021-2022 (GL Maths Assessment)</u></b></p> <p><i>86% of Primary 2 pupils on target 83% of Primary 3 pupils on target 72% of Primary 5 pupils on target 76% of Primary 6 pupils on target 83% of Primary 7 pupils on target</i></p>	P1	Numeracy	57%	P2	Numeracy	73%	P3	Numeracy	40%	P4	Numeracy	50%	P5	Numeracy	48%	P6	Numeracy	48%	P7	Numeracy	65%
P1	Numeracy	57%																							
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P6	Numeracy	48%																							
P7	Numeracy	65%																							

Learners in our Early Years Centre and Primary 1 stage experience an embedded play-based curriculum.	building strong partnership and inter-agency approaches.	L Wilson (Numeracy Lead) Numeracy Group	September 2022	<u><b>Targets for June 2023</b></u> <i>Early Years Numeracy</i> 80-90%	
	➤ Review and re-establish screening programme to inform earlier intervention support using Rapid Maths in school and Number Talks within Early Years.	R Carlisle (Depute Head) L Wilson (Numeracy Lead)	September 2022	P1	Numeracy      75%
	➤ Early Years Team and Primary 1 working collaboratively within numeracy to share transitions, approaches, practices, resources and interventions. Link directly to South Ayrshire developments.	B McPherson (Depute Head) A Clayton (P1 Class Teacher) C Flynn (P1 Class Teacher) N Love/E Bell (EYs Teacher) R Craig (Senior EYP)	August 2022- June 2023	P2	Numeracy      65%
				P3	Numeracy      80%
Improved Problem Solving and Beyond Number numeracy attainment for all learners through implementation of a clear numeracy strategy and programme and further development of the Numeracy Lead role throughout all stages of the school.	➤ Problem Solving and Beyond Number planning developed further and embedded across all primary stages. Number Talks fully embedded within Early Years.	L Wilson (Numeracy Lead) N Love/E Bell (EYs Teacher)	August 2022 – June 2023	P4	Numeracy      45%
	➤ Protected professional dialogue and development time planned into team meeting diary to allow all teaching and early years team to take an active part in planning, implementing and evaluating change and improvement processes within numeracy.	B McPherson (Head Teacher)	August 2022	P5	Numeracy      55%
A 10% increase of learners achieving overall levels of numeracy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.	➤ Quality Assurance calendar provided to set clear opportunities and dedicated time for senior management, peers and pupils to engage in learning and teaching rounds, sampling and observations.	B McPherson (Head Teacher)	August 2022	P6	Numeracy      53%
	➤ Collegiate time provided to support practitioners to actively access, examine and share good learning and teaching practice within and beyond the school.	SMT D Owens (within Principal Teacher role)	August 2022 - June 2023	P7	Numeracy      53%
				Impact will be measured through the above processes and will also include continuous pupil and parent voice feedback around development of confidence and perception of success and progress.	

Embed digital platforms, consistently across all stages to ensure learners have opportunities to set targets and lead learning in numeracy.	<ul style="list-style-type: none"> <li>➤ High quality data and evidence produced within school environment showing an increase in opportunities for learners to engage in numeracy activities consistently and independently across the whole curriculum.</li> </ul>	SMT All Teachers	September 2022 – June 2023	
	<ul style="list-style-type: none"> <li>➤ Collegiate support provided to enhance the provision and collation of quality assessment, feedback and data processes, including development of the Primary Tracker facility.</li> </ul>	D Owens (Principal Teacher)	August 2022- June 2023	
	<ul style="list-style-type: none"> <li>➤ Seesaw platform target setting function fully embedded within every class to support independent pupil target setting, independent pupil evaluation and quality teacher feedback.</li> </ul>	J Osborne (Seesaw Lead) R Carlisle (Depute Head) All Teachers	August 2022- June 2023	
	<ul style="list-style-type: none"> <li>➤ Seesaw platform and Groupcall system fully functioning and used to increase parental communication and support parental engagement in children's learning journey.</li> </ul>	J Osborne (Seesaw Lead) J Barrie/A Lawrie (Admin Team)	August 2022- June 2023	
	<ul style="list-style-type: none"> <li>➤ School and classroom timetables created to support greater access to ICT and numeracy digital resources.</li> </ul>	R Carlisle (Depute Head)	August 2022	

### PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL

HGIOS4/HGIOELC QI:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Education Service Plan and NIF: 1. Placing the human rights of every child and young person at the centre of education, 2. Improvement in children and young people's health and wellbeing, 3. Closing the attainment gap between the most and least disadvantaged children

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Whole School and EYC Priorities:</b></p> <p>Establishment of wider opportunities for learners to engage in positive physical health, mental health and resilience building activities, including provision which encourages improved pupil and parental engagement within the school and early years centre.</p>	<ul style="list-style-type: none"> <li>➤ Re-focus additional support, targeted interventions and family learning opportunities available across the school. Pupil Equity Funding and Attainment Challenge resources used to enhance current pupil support roles and provide added value impact in addressing recovery.</li> <li>➤ Health and wellbeing focus further adapted across all classes to support effective learning and teaching whilst considering the impact at all times of pupil physical and mental well-being and restorative practice.</li> <li>➤ Establish additional PE Specialist provision within the school and the role of the new Active Schools Assistant to promote physical and mental well-being across all stages.</li> <li>➤ Raise awareness of, and commitment to, Growth Mindset, Mindfulness, Nurture and Restorative Practice approaches within the culture of the whole school, including Early Years.</li> <li>➤ Provision of training opportunities on emerging strategies and pedagogy (Signs of Safety, Child Protection and</li> </ul>	<p>SMT M McMillan (Active Schools)</p> <p>All Teachers</p> <p>C McDonald (PE Specialist) M McMillan (Active Schools)</p> <p>B McPherson (Head Teacher) HWB Lead/Group</p> <p>SMT HWB Lead/Group</p>	<p>August 2022 - June 2023</p> <p>August 2022 - June 2023</p> <p>August 2022 - June 2023</p> <p>August 2022 - June 2023</p> <p>August 2022- June 2023</p>	<p>Impact will be measured through a combination of termly and year beginning-year end comparative class, school and national assessment processes (SHANARRI Wheel, Pupil Attitude to School and Self assessment (PASS), Annual Pupil/Parent Survey and impact on Curriculum for Excellence (CfE) Levels in Literacy and Numeracy). Examination of ongoing class and school assessment, both focussed and holistic will also be used. SAC PE Framework, benchmarks, Early Years Developmental Milestones, school self-evaluation tasks, pupil/parent impact dialogue and professional dialogue meetings will also be used.</p> <ul style="list-style-type: none"> <li>✓ SAC Ecological Assessment</li> <li>✓ Emotional Literacy checklist</li> <li>✓ Strength and Development Questionnaire</li> <li>✓ Boxall profiling</li> <li>✓ Pupil evaluations</li> <li>✓ Staff evaluations</li> <li>✓ Pupil/parent attitudinal surveys.</li> <li>✓ Logged Bullying Incidents</li> <li>✓ Impact on CfE Levels and SNSA assessment data in Literacy and Numeracy</li> </ul>

Increased opportunities for learners to access positive community interventions to ensure equitable approaches are being provided to meet wellbeing, inclusion and equality for all children and families.	Safeguarding, The Promise, ACEs, Nurture Approaches and Ecological Assessments) to ensure equitable approaches and early interventions are being provided to meet wellbeing, inclusion and equality for all.			<b><u>From 2021-2022 (CfE secure level attainment in Health and Well Being)</u></b> 95% of children in Early Years reaching all of their Developmental Milestones in session 2020-2021 with 100% reaching 8 or more.																	
	➤ System established to monitor and address the level of progress being made by targeted groups (Care Experienced Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN)).	SMT J Barrie/A Lawrie (Admin Team)	October 2022	<table><tr><td>P1 Health and Well Being</td><td>65%</td></tr><tr><td>P2 Health and Well Being</td><td>82%</td></tr><tr><td>P3 Health and Well Being</td><td>61%</td></tr><tr><td>P4 Health and Well Being</td><td>100%</td></tr><tr><td>P5 Health and Well Being</td><td>70%</td></tr><tr><td>P6 Health and Well Being</td><td>68%</td></tr><tr><td>P7 Health and Well Being</td><td>89%</td></tr></table>	P1 Health and Well Being	65%	P2 Health and Well Being	82%	P3 Health and Well Being	61%	P4 Health and Well Being	100%	P5 Health and Well Being	70%	P6 Health and Well Being	68%	P7 Health and Well Being	89%			
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P6 Health and Well Being	68%																				
P7 Health and Well Being	89%																				
➤ Collegiate time provided to support class teachers to actively seek out, examine and share good learning and teaching practice within and beyond the school.	SMT C McDonald (PE Specialist) M McMillan (Active Schools)	August 2022 - June 2023	<table><tr><td>P5 Health and Well Being</td><td>70%</td></tr><tr><td>P6 Health and Well Being</td><td>68%</td></tr><tr><td>P7 Health and Well Being</td><td>89%</td></tr></table>	P5 Health and Well Being	70%	P6 Health and Well Being	68%	P7 Health and Well Being	89%												
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P6 Health and Well Being	68%																				
P7 Health and Well Being	89%																				
➤ Quality feedback processes which allow children to have an accurate understanding of their progress and what they need to do to improve, and which enable children to give effective feedback and suggestions to peers for improvement to be further developed and embedded.	SMT M McMillan (Active Schools) HWB Lead/Group	August 2022 - June 2023	<table><tr><td colspan="2"><b><u>Targets for June 2023</u></b></td></tr><tr><td>Early Years HWB</td><td>90-100%</td></tr><tr><td>P1 Health and Well Being</td><td>95%</td></tr><tr><td>P2 Health and Well Being</td><td>72%</td></tr><tr><td>P3 Health and Well Being</td><td>90%</td></tr><tr><td>P4 Health and Well Being</td><td>67%</td></tr><tr><td>P5 Health and Well Being</td><td>100%</td></tr><tr><td>P6 Health and Well Being</td><td>77%</td></tr><tr><td>P7 Health and Well Being</td><td>75%</td></tr></table>	<b><u>Targets for June 2023</u></b>		Early Years HWB	90-100%	P1 Health and Well Being	95%	P2 Health and Well Being	72%	P3 Health and Well Being	90%	P4 Health and Well Being	67%	P5 Health and Well Being	100%	P6 Health and Well Being	77%	P7 Health and Well Being	75%
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➤ Continued focus provided on personal/wider achievement through provision of a clear class overview to identify pupils who have limited opportunities available to them. Targeted activities and clubs provided within school, early years and the community to be more proactive and responsive to the changing needs of our children's social, emotional and educational well-being.	D Owens (Principal Teacher) M McMillan (Active Schools) All Teachers	August 2022 - June 2023	<table><tr><td>P4 Health and Well Being</td><td>67%</td></tr><tr><td>P5 Health and Well Being</td><td>100%</td></tr><tr><td>P6 Health and Well Being</td><td>77%</td></tr><tr><td>P7 Health and Well Being</td><td>75%</td></tr></table>	P4 Health and Well Being	67%	P5 Health and Well Being	100%	P6 Health and Well Being	77%	P7 Health and Well Being	75%										
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➤ Renew and enrich partnership and community working relationships in order to improve community involvement and potential COVID-19 impact recovery opportunities	B McPherson (Head Teacher) M McMillan (Active Schools)	August 2022 - June 2023	<p>100% of children will improve in each of their SHANARRI indicators from year beginning to year end.</p> <p>100% of pupils to have access to or be engaged in at least one wider achievement activity either within school or within the community.</p>																		



<p>Undertake a nurture audit to improve understanding and provision of nurture approaches within the school and early years centre in collaboration with South Ayrshire Nurture and Educational Psychology services.</p>	<p>(Thriving Communities, Whitletts Vics, Ayr United, SAMH, Little School of Art)</p> <ul style="list-style-type: none"> <li>➤ Work in partnership with cluster schools, Active Schools and other bodies to increase provision and access to opportunities for all and specifically to target individuals and year groups for age appropriate health and wellbeing development.</li> <li>➤ Implement identified support strategies for individual children and families in liaison with partner agencies both inside and outside of school.</li> <li>➤ Development of clearer family learning opportunities and community leadership opportunities through building strong partnership and inter-agency approaches.</li> <li>➤ Re-establish effective and supportive Pupil and Parent Council meetings in partnership with Community Learning and Development.</li> <li>➤ Establish a baseline audit of current practice and future need.</li> <li>➤ Fully embed nurture and restorative practice approaches into the values and culture of the whole school, including workshops for parents and carers.</li> </ul>	<p>B McPherson (Head Teacher) M McMillan (Active Schools) N Love/EBell and R Craig (New Early Years Outdoor Spaces) Dolphin House</p> <p>SMT HWB Lead/Group</p> <p>B McPherson (Head Teacher) M McMillan (Active Schools) All Teachers</p> <p>B McPherson (Head Teacher)</p> <p>B McPherson (Head Teacher)</p> <p>SMT Whole Staff Team</p>	<p>August 2022 - June 2023</p> <p>August 2022 - June 2023</p> <p>September 2022 – June 2023</p> <p>September 2022 – June 2023</p> <p>September 2022</p> <p>August 2022 – June 2023</p>	<p>% baseline to be established of parental engagement in wider school activities connected to Health and Well-Being.</p> <p>Impact on children's experiences of learning will be highly visible through photographic evidence, profiling, mark making and pupil engagement within the school and Early Years Centre.</p>
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## PRIORITY 4: IMPROVED CLUSTER MATHS AND TRANSITIONS (CLUSTER PRIORITY)

HGIOS4/HGIOELC QI: 1.1 Self-Evaluation for self improvement, 1.3 Leadership of Change, 1.5 Management of resources to promote equity, 2.2 Curriculum, 2.4 Personalised support, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement, 3.3 Increasing creativity and employability.

Education Service Plan and NIF: 3. Closing the attainment gap between the most and least disadvantaged children, 4. Improvement in employability skills and sustained positive school leaver destinations for all young people, 5. Improvement in attainment, particularly in literacy and numeracy

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Cluster Priorities:</b></p> <p>An increase in algebraic reasoning across primary and secondary sectors through embedding a consistent approach.</p> <p>Increased practitioner skills, confidence and collaboration in order to embed 'teaching for understanding' approaches to better support pupils in developing a deeper, conceptual understanding of mathematics.</p> <p>Increased teacher skills and confidence in employing CPA and visible learning approaches.</p> <p>A 'blueprint' of practice for wider distribution developed and established through empowerment of associated practitioners.</p>	<ul style="list-style-type: none"> <li>➤ Continuation of original Algebraic Reasoning training and planning session to be rolled out to wider staff team.</li> <li>➤ Cross sector team teaching sessions to be established and delivered to P7 classes in each primary school.</li> <li>➤ Cross sector team teaching sessions established and delivered to S1 classes.</li> <li>➤ Supported study planning sessions for teacher participants.</li> <li>➤ Feedback and evaluation sessions.</li> </ul>	<p>B McPherson (Head Teacher) L Wilson (Numeracy Lead) S Lynch (Class Teacher)</p>	<p>September 2022 – June 2023</p>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>✓ Staff questionnaires (before and after training, and after delivery of the series of lessons).</li> <li>✓ Lesson evaluations to identify the impact on learners, their experiences and next steps.</li> <li>✓ Pupil focus groups.</li> <li>✓ End of year Primary 7 SNSA and CfE data.</li> <li>✓ Improved SQA results in numeracy and mathematics areas will indicate strength of work carried out within the BGE.</li> </ul> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>✓ Across cluster collaboration to embed a culture of support and challenge around numeracy and mathematics.</li> <li>✓ A collective ownership of cluster vision, values and aims with all pupils and staff as an integral part of the Belmont Cluster.</li> <li>✓ A shared understanding of progress across levels and into the senior phase using curriculum frameworks and approaches.</li> <li>✓ Greater confidence and involvement in targeted curriculum areas to improve the experiences of young people.</li> <li>✓ Opportunity to embed approaches consistent across transition from Primary to Secondary to ensure more suitable pathways for all learners.</li> <li>✓ Increased practitioner confidence in delivering differentiated lessons, improving learning experiences and better meeting pupil needs.</li> </ul>

# Maintenance Agenda 2022-2023

In addition to the identified priorities, Braehead Primary School and Early Years Centre will continue to commit to the following maintenance agenda throughout our whole provision within school and within the early years;

## LEARNING AND TEACHING

1. Continue to develop SAC curricular frameworks and benchmarks to enhance planning, assessment, learning and teaching
2. Continue to provide digital technology systems as communication platforms including GLOW, Teams, Seesaw, Blog, Twitter and E-Profiling
3. Continue to provide support and challenge for pupils using ASN/Pupil Support strategies and resources
4. Continued implementation of Children and Young People's Act, GIRFEC, Wellbeing Indicators and Team Around the Child commitments

## CFE/RAISING ATTAINMENT

1. Continue to provide a highly effective Early Years Team and facility
2. Continue to develop effective Numeracy and Maths programmes, PEF funded teaching and a minimum of 6 hours maths weekly
3. Continue to develop effective Literacy and English programmes to support Reading, Writing and Listening and Talking
4. Continue to implement and monitor Reading Wise, Rapid Maths and Catch Up Literacy/Numeracy as effective pupil support programmes
5. Continue to provide 2 hours quality PE weekly
6. Continued provision of Personal Safety and Personal Growth opportunities for all children through Active Schools and school programmes
7. Continued development of Rights Respecting Schools Award accreditation towards Silver Level
8. Continued development of Dyslexia Friendly School accreditation

## ASSESSMENT AND ACHIEVEMENT

1. Monitoring, evaluation and tracking of pupil levels through ACEL, SNSA, GL, PASS and continuous, comparative classroom assessment
2. Weekly assemblies to highlight wider achievement and school values
3. Differentiated planning and assessment throughout the school, including the Early Years Centre
4. Continue to develop and implement meaningful Pupil Profile and learning journey reporting through Seesaw system

## SELF-EVALUATION

1. Continue to offer programme of support via PRD and PDR processes for all staff team
2. Continue to provide regular staff team meetings and class observations to monitor, track and evaluate school improvement progress
3. Continue to engage in professional, pupil impact and parental dialogue

## CLUSTER

1. Continue to assess and moderate collegiately across the curriculum to ensure consistency across school/cluster/authority
2. Continue to plan and develop initiatives collegiately which support educational and personal development for all pupils
3. Continue to commit to programmes of transition, nurture and collective participation to support pupil well-being and personal growth

<b>Evaluation of School Priorities</b>  <b>(For 2022-2023)</b>	<b>How well are you doing?</b>  <b>What's working well for your learners?</b>	<b>How do you know?</b>  <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b>  <b>What are your improvement priorities in this area?</b>	<b>How would you evaluate this using HGIOS?4 six- point scale?</b>
<b>Priority 1 (Literacy)</b>				

<b>Evaluation of School Priorities</b>  <b>(For 2022-2023)</b>	<b>How well are you doing?</b>  <b>What's working well for your learners?</b>	<b>How do you know?</b>  <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b>  <b>What are your improvement priorities in this area?</b>	<b>How would you evaluate this using HGIOS?4 six- point scale?</b>
<b>Priority 2 (Numeracy)</b>				

<b>Evaluation of School Priorities</b>  <b>(For 2022-2023)</b>	<b>How well are you doing?</b>  <b>What's working well for your learners?</b>	<b>How do you know?</b>  <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b>  <b>What are your improvement priorities in this area?</b>	<b>How would you evaluate this using HGIOS?4 six-point scale?</b>
<b>Priority 3</b> <b>(Health and Well Being)</b>				

<b>Evaluation of School Priorities</b>  <b>(From 2022-2023)</b>	<b>How well are you doing?</b>  <b>What's working well for your learners?</b>	<b>How do you know?</b>  <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b>  <b>What are your improvement priorities in this area?</b>	<b>How would you evaluate this using HGIOS?4 six-point scale?</b>
<b>Priority 4</b> <b>(Cluster Maths)</b>				



## Pupil Equity Fund budget for 2022-2023

Priority	Staffing costs	Resources/ other	Total
Priorities 2, 3 and 4	Class Teacher (Numeracy) (1.0 FTE – 35 hours)		£57 187
Priorities 1, 2 and 3	School Assistants (2.6 FTE – 71.5hours)		£48 994
Priorities 3	Active Schools Assistant (1.0 FTE – 35 hours) (Partially funded)	Transport Costs for Active Schools and Wider Pupil Experiences	£12 286 £3 371
Priorities 3		Dolphin House Residential	£3 112
			£124 950

\*\*\*Pupil Equity Funding increased this year from £120 070 (+ £4 880)\*\*\*